

GRADE 3 STANDARDS AND LEARNING ACTIVITIES — GEOGRAPHY AND HISTORY OF THE DISTRICT OF COLUMBIA

GEOGRAPHY OF DC

3.1. Broad Concept: Students use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of Washington, DC, and the local community.

Students:

1. Compare and contrast the differences between a contemporary map of Washington, DC, and maps of this area at the end of the 18th and 19th centuries. (G)
2. Identify and locate major physical features and natural characteristics (e.g., bodies of water, land forms, natural resources, and weather) in Washington, DC. (G)
3. Identify and locate major monuments and historical sites in and around Washington, DC (e.g., the Jefferson and Lincoln memorials, Smithsonian museums, Library of Congress, White House, Capitol, Washington Monument, National Archives, Arlington National Cemetery, African American Civil War Museum, Anacostia Museum, Vietnam Veterans Memorial, Iwo Jima Memorial, Frederick Douglass House, Mary McCleod Bethune House, Wilson Building, and Mount Vernon). (G, P)
4. Describe the various types of communities within the city (e.g., Chinatown, Foggy Bottom, Adams Morgan, Anacostia, and Georgetown), beginning with the community in which the elementary school is located. (G, S)
5. Describe the ways in which people have used and modified resources in the local region (e.g., building roads, bridges, and cities, and raising crops). (G, S)
6. Explain how people depend on the physical environment and its natural resources to satisfy their basic needs. (G, S)

Examples *Students compare a contemporary map to a historical map of Washington, DC, noticing the differences and similarities between them. In pairs, they create a Venn diagram to record the observations (www.loc.gov/exhibits/us.capitol/oneoone.jpg) (3.1.1).*

Students each draw their own map of Washington, DC, accentuating certain aspects (e.g., political, physical, or specialized maps such as a detailed map of the Mall). Students compile the maps to make a class atlas of the Washington, DC, area (3.1.2).

Students choose a monument or historical site to research. They determine the history behind the creation of each monument or site, and they list the reasons why it is important (www.washingtondcmetroweb.com/Monuments.htm) (3.1.3).

GOVERNMENT OF DC

3.2. Broad Concept: Students understand the basic structure of the Washington, DC, government.

Students:

1. Describe its duties, organizational structures, and functions. (P)
2. Explain why it is necessary for communities to have governments (e.g., governments provide order and protect rights). (P)
3. Identify the different ways people in a community can influence their local government (e.g., by voting, running for office, testifying at hearings, or participating in meetings).

GOVERNMENT OF DC (CONTINUED)

4. Describe the distinctions between local, state, and national government. (P)

5. Identify the representative leaders in Washington, DC, and neighboring states. (P)

Examples *Students create a scenario related to a school policy over which there has been some disagreement (e.g., dress code). They develop a list of reasons for and against the policy and discuss what should happen if some students decide to ignore the policy (3.2.2).*

Students choose an issue of importance to their community (e.g., an issue about littering or recycling of waste) and brainstorm ways in which they can influence their local government to support such an issue. As a class, students create an action plan to address their issue, including inviting a local activist or elected official to speak to the class about how they are addressing the issue (3.2.3).

Students determine an issue of interest to them (e.g., an issue about graffiti or school safety) and research the ramifications to the city if the issue is not addressed. They write a letter to their representative in support of or against certain actions to address it (3.2.4).

ECONOMY OF THE LOCAL REGION

3.3. Broad Concept: Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

Students:

1. Outline the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. (G, E)

2. Explain what a tax is and the purposes for taxes, and with the help of their teachers and parents, provide examples of different kinds of taxes (e.g., property, sales, income). (E)

3. Describe the specialization in jobs and businesses and provide examples of specialized businesses in the community. (E)

4. Define what bartering is (e.g., trading baseball cards with each other) and how money makes it easier for people to get things they want. (E)

5. Identify ways in which Washington, DC, meets the economic needs of its citizens (e.g., housing, jobs, health, transportation, recreation). (E, S)

Example *In small groups, students assign dollar values to postcards of the historic sites of Washington, DC. Students then barter with one another to get the most desirable cards. Students repeat the exercise with play money and compare the two methods of trading (3.3.4).*

HISTORY OF DC (18TH–20TH CENTURIES)

3.4. Broad Concept: Emphasizing the most significant differences, students describe Washington, DC, at the end of the 18th, 19th, and 20th centuries.

Students:

1. Compare and contrast how people in the past met their needs in different ways (e.g., hunting and gathering, subsistence agriculture, barter, commerce, and manufacturing). (E)
2. Construct a chronological explanation of key people and events that were important in shaping the character of Washington, DC, during the 18th, 19th, and 20th centuries. (H, P, S)
3. Understand the unique nature of Washington, DC, as the nation's capital, a multicultural urban city, and the jurisdiction that provides the state and local government for its residents. (P, S)
4. Explain how Washington, DC, was selected and named as our capital city. (P, S)
5. Identify and research outstanding statements of moral and civic principles made in Washington, DC, and the leaders who delivered them, that contributed to the struggle to extend equal rights to all Americans (e.g., Lincoln and his second inaugural address, Frederick Douglass and his speech against lynching at the Metropolitan AME Church, Martin Luther King Jr. and his speeches at the Lincoln Memorial in 1957 and 1963, and Rodolfo "Corky" Gonzales at the Poor People's March). (P)

Examples *Students research the biographies of important historical figures in Washington, DC. They create brochures to represent the accomplishments of their person and display them on a timeline (www.exploredc.org/index.php?id=13) (3.4.2).*

Students listen to Martin's Big Words, by Doreen Rappaport, and to Dr. King's speech at the Lincoln Memorial. In pairs, students illustrate key sections of the speech to display on a bulletin board (3.4.5).

3.5. Broad Concept: Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land. (G, P)

Example *In small groups, students research different periods of Washington, DC, history and write a skit to represent it. They create a map (or use primary source maps and/or pictures) to show how the city appeared at the time of settlement. They present their skits and maps to the class in chronological order (3.5).*